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AUTHOR	Faulkner, Brenda F.
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ABSTRACT

The elective (10-12) course outlined in this guide is designed to fit the quinmester organization of schools. The guide is divided into: 1) a broad goals section; 2) a content outline; 3) objectives and learning activities; and, 4) multimedia resources for teacher and student. The course is described as a study of crime in America, including the range of crime from physical assault to income tax evasion. It considers crime prevention and punishment, their cost to society, causes of crime and the role of police and courts in dealing with crime. Learning activities include small group discussions, presentation of a radio or TV show, role playing, and panel discussions. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/AWW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

CRIME IN AMERICA

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SOCIAL STUDIES

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Written by

Brenda F. Faulkner

For The

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION: A STUDY OF CRIME IN AMERICA, INCLUDING THE RANGE OF CRIME FROM PHYSICAL ASSAULT TO INCOME TAX INVASION. CONSIDERS CRIME PREVENTION AND PUNISHMENT, ITS COST TO SOCIETY, CAUSES OF CRIME, AND THE ROLE OF POLICE AND COURTS IN DEALING WITH CRIME.

GRADE LEVEL: 10 - 12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

RATIONALE: The extent of crime in America results in a crucial problem to our society. The crime rate is rising and the general public is afraid, as never before, that crime will directly affect them. What then can be done to solve this problem? Solving this problem is a challenge we must meet. However, before ways to solve this problem can be proposed, the problem as it exists and our present system of criminal justice must be investigated.

COURSE GOALS:

1. THE STUDENT WILL DESCRIBE THE NATURE OF CRIME IN AMERICA.
2. THE STUDENT WILL IDENTIFY POSSIBLE CAUSES OF CRIME.
3. THE STUDENT WILL GATHER DATA ON THE PROCESS OF CRIMINAL JUSTICE.
4. THE STUDENT WILL PROPOSE A PLAN TO HELP SOLVE THE PROBLEM OF CRIME IN AMERICA.

CONTENT OUTLINE

I. The Nature of Crime

A. Crime in the street

B. Crime of passion

C. Organized crime

D. Violations of regulations

E. Revolutionary crime and illegal conduct

F. Corruption in public office

G. Police crime

H. White collar crime

I. Others

II. Causes of Crime

A. Mental illness

B. Alcoholism and drug addiction

C. Proverty and neglect

D. Anxiety

E. Family breakup

F. Emptiness and loneliness

G. Ignorance

H. Unemployment

I. Boredom

J. Others

III. The System of Criminal Justice

A. Detection

B. Apprehension

C. The police

D. Prosecution

E. Courts

F. Conviction

G. Correction

IV. Solutions to the Crime Problem

A. Economic improvements

B. Prison reforms

C. Improved rehabilitation programs

D. Others

GOAL 1: THE STUDENT WILL DESCRIBE THE NATURE OF CRIME IN AMERICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE NATURE OF CRIME IN AMERICA	A. The student will describe crime in the street.	1. Ask the students to work in groups on the following: a. List the types of crimes considered "crimes in the street;" b. Gather information about the number of these crimes, people involved, etc. in the United States and in Dade County; c. Make comparative graphs that indicate the trends from 1950 to the present in rural and metropolitan areas of the number of these crimes committed. As a class, discuss these crimes, the graphs, and predict future trends. 2. Have the students bring in articles from newspaper and magazines about crimes in the street and discuss them. Bring out in the discussion how these articles can influence disturbed people to commit similar crimes. 3. As the students to write a newspaper article or headlines about crime in the street. Have the students read their articles or headlines to a group or the class and ask the other students to react to them. 4. Have the students develop a situation in which prople are involved in a "crime in the street;" Ask them to leave out the ending and as a class discuss the safest most appropriate ending. 5. The film, Crime in the Cities, may be viewed at this time. Discuss the film with the class. Ask the students to relate experiences they might have had and their feelings and reactions to these experiences.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Lead a class discussion on the attitudes people have about becoming involved in crimes occurring around them. Ask the students to bring in articles concerning this situation. 7. Have the students gather information concerning legislation or proposed legislation intended to provide for the welfare, etc. of the family of a person who is killed or mained while trying to help a person who is being mugged, etc.
	B. The student will describe crime of passion.	1. Ask the students to work in groups on the following: a. List the types of crimes considered "crimes of passion;" b. Gather information about the number of these crimes committed, the type of prople involved, etc. in the United States and in Dade County. As a class, discuss these crimes, the people involved, etc., and predict future trends. 2. Have the students write and present a radio and/or TV show concerning a situation that could lead to a crime of passion. As a class discuss how a crime of passion could be prevented in the situations the students have written. Then discuss emotions and the control of these emotions as they relate to crimes of passion. 3. Ask the students to bring in magazine or newspaper articles about crimes of passion. Have the students work in groups and discuss these articles and then develop a list of questions they would like to ask a person who has commited these crimes. 4. Ask a group of interested students to develop and present a role-playing situation between a person on trial for murder and his lawyer.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Ask students to participate in a panel discussion on legalizing abortion and prostituion. 6. Ask the students to gather information such as the percent, sex, and race of murder and other victims. Then have them write a statement that generalizes this information. As a class, discuss the consequences of this information.
	C. The student will describe organized crime.	1. Have the students work in groups on one of the following: a. Trace the historical development of organized crime in America; b. Investigate the activities of organized crime in Dade County; c. Develop a chart that explains the organizational structure between families and/or within a family involved in organized crime. When the students are ready, ask them to share their work. 2. Ask interested students to do one of the following: a. Read a book about organized crime and give a brief review of the important information to the class; b. Present an outline of steps or procedures a person who wants to become a member of the Mafia must follow; c. Read and relate F.B.I. accounts of Mafia action in the United States. 3. Ask each student to draw a picture or write a description of a person who they think would be a member of the Mafia. Discuss these pictures and descriptions and the possible stereotypes they might have of Mafia members.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Lead a class discussion on the political and other controls exercised by the Mafia and discuss the consequences of a "government within a government".
	D. The student will describe the crime, violation of regulations.	1. With the students' help, list the types of crimes that would be considered violations of regulations designed to protect the public health, safety and convenience. 2. Have the students work in groups and research and report on the following: a. The building codes that must be followed in Dade County and the possible consequences if they are not followed; b. The fire ordinances that must be followed in Dade County and the possible consequences if they are not followed; c. Mandatory safety precautions for bicycles, motorcycles, and cars and possible consequences if they are not followed; d. Others. 3. Ask an interested student to research and report on what can happen to a company that misrepresents his product in an advertisement. 4. Lead a class discussion on the work of prople such as Ralph Nader and its effect on safety and other regulations. Then discuss what the government has done or is doing to protect the general public from violations of regulations designed to protect the public health, safety and convenience.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. The student will describe revolutionary crime and illegal conduct.	1. With the students' help, list the types of crimes considered revolutionary crimes and illegal conduct. 2. Ask the students to look through newspapers and magazines for information on revolutionary and/or terrorists groups in the United States. As a class, discuss the activities of these groups and predict possible consequences of these activities. 3. As a class, discuss riots and The Report of The National Advisory Commission on Civil Disorders. Then ask the students to discuss and predict the consequences of riots and violence to the American society. 4. Ask the students to write a play, skit, song, poem, or news broadcast that depicts a non-American's views, and attitudes about riots and violence in America. Discuss possible consequences of these views and attitudes. 5. Have the students work in groups and develop and administer a rating scale to determine peoples' opinions on acts of violence that are written up in the newspapers, magazines, or news broadcasts. As a class, discuss the results obtained from the rating scale. 6. Ask the students to make a bulletin board display of pictures of campus unrest, riots, mob action, etc. Then ask the students to develop a documentary entitled "Violence in America." Ask the students to present this documentary to another class. 7. Ask for volunteers to debate the following: "Revolved: Violence is necessary to bring about change."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Have the students look for, read, and react to accounts of people who were caught up in a riot, or other form of violence, especially accounts of their feelings and fears. 9. Lead a class discussion on the effects TV programs have on violence and the legislation designed to prevent excessive violence on TV.
	F. The student will describe corruption in public office.	Ask the students to work in groups and research and report on one of the following: a. Corruption in public office here in Dade County or in other cities in the United States; b. Corruption in labor unions; c. Corruption in lobbys; d. Others. As a class, discuss how corruption in public office, etc. affects the people in power and the common man.
	G. The student will describe police crime.	Ask the students to discuss account of alleged or actual police brutality and the effects of crime among the police force to the crime rate in America.
	H. The student will describe white collar crime.	1. Ask the students to work in groups on the following: a. List the types of crime considered white collar crimes; b. Prepare a bulletin board display of pictures and/or articles that are concerned with white collar crime; c. Compare the cost of white collar crime to the cost that result from other types of crime. As a class, discuss the students work.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Encourage the class to discuss crimes such as income tax evasion and the attitudes people have toward these crimes. Discuss the effects these attitudes can have on the moral fiber of the nation and on the future crime rate in America.

GOAL 2: THE STUDENT WILL IDENTIFY POSSIBLE CAUSES OF CRIME.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT CAUSES SOME PEOPLE TO COMMIT CRIMES?	The student will evaluate an existing theory and/or formulate a theory that explains the causes of crime.	1. With the students' help, list possible causes of crime. Then ask the students to work in groups and select one or more of the causes of crime listed and research what has been written on the subject and report this information to the class. 2. Ask the students to read the different theories that attempt to explain the causes of crime. Then have the students work in a group and develop and present a persuasive speech on the theory of their choosing. Have them try to convince the class that their theory is the one that explains criminal behavior. Ask the other students to question the presenting group and try to weaken their argument. 3. Have the students singly or in groups develop their own theory that explains criminal behavior. Ask the students to share their theorites with the class. The class may choose to develop one comprehensive theory. 4. Ask the students to bring in newspaper and/or magazine articles on crimes committed in Dade County and the United States. Ask the students to share their articles and look for stated causes for this criminal behavior. Have the students rank these causes, the one mentioned most 1st, etc. and discuss them. 5. Ask the students to write a story, newspaper article, or case study about a juvenile delinquent that includes possible reasons for his behavior. Ask the students to share and discuss their work. (Source, Delinquents and Criminals.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. The film, What About Juvenile Delinquency?, and the tape recording, Delinquency and Adjustment, may be used at this time. Discuss the problem of juvenile delinquency as it affects the juvenile, his home, and his community. 7. Encourage the students to discuss vandalism and crime that is occurring or has occurred in their school, home, and/or neighborhood. Then ask them to propose reasons why these acts are committed. 8. The film, Nation of Spoilers, may be viewed at this time. Discuss the film with the class. 9. Have the students work in groups and ask each group to choose one crime then determine the average age, income, etc., the sex, and race of people committing this crime. Ask the group to write a statement that generalizes this information and then formulate possible reasons why a person fitting that description might commit that crime. Ask the students to cite references to substantitate their conclusions if possible. Ask the students to share their work, express their opinions and their reactions to this information. (The FBI has many crime statistics and may be of assistance.) 10. Lead a class discussion on how a person's attitude toward crime can influence others. 11. The film, How Honest Are You?, may be appropriate at this time. Discuss how a person behaves when others are looking and when alone as it relates to personal history.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		12. Ask the students to develop and present a sociodrama or role-play a family situation that could be conducive to the development of criminal behavior among some of the members of this family. After the presentation, discuss alternative ways members of this family might have behaved, etc. that could have helped avoid the possible development of criminal behavior. 13. Lead a class discussion on the reasons why the majority of people obey and respect the laws. 14. The films, Law and Social Controls and Why We Respect the Law, may be viewed at this time. Discuss the consequences of a breakdown of social controls on the individual and society. 15. As a concluding activity, have the students write an essay on the cause of crime. Each student should be prepared to defend his theory (ies).

GOAL 3: THE STUDENT WILL GATHER DATA ON THE PROCESS OF CRIMINAL JUSTICE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES OUR SYSTEM OF CRIMINAL JUSTICE OPERATE?	A. The student will evaluate the statistics on crime.	1. Have the students work in groups and determine how accurate a picture statistics on crime give and why. As a class, discuss the problems this discrepancy poses. 2. As a class, rank crimes beginning with the one most likely to be reported to that least likely to be reported. Discuss possible consequences of crimes not reported. 3. Lead a class discussion on how peoples' attitudes about not becoming involved affect the number of crimes reported. Ask the students to propose ways of overcoming these attitudes. 4. Have the students work in groups and develop a questionnaire that tests a person's knowledge on crimes. Ask the students to administer these questionnaires to other students in the school or people in their neighborhood. As a class, discuss the responses to the questionnaire and how ignorance about crimes keeps people from reporting them. 5. Ask the students to work in groups and make comparative graphs on a particular crime that attempts to show the difference between how many times this crime is reported and how many times it actually occurs. 6. Ask a person from a law enforcement agency (e.g. FBI, Dade County Public Safety Dept.) to speak to the class on this point.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. Describe several means the Public Safety Department has at its disposal to detect and apprehend criminals.	1. Have the students work in groups and contact one of the following for information concerning the detection and apprehension of criminals: a. Criminal Intelligence; b. Detective Bureau; c. Crime Laboratory; d. Crime Photography Laboratory; e. Warrants Section; f. Juvenile Section; g. Organized Crime Bureau; h. Racket and Frauds; i. Vice Investigation Section. (See Materials Section) When the students have the information they need, ask them to share it with the class. Discuss this information. 2. Contact the Police Community Relations (see Materials Section) for speakers, films, and other information related to the detection and apprehension of criminals. Before the speakers arrive, have the students write questions they would like answered. 3. Contact the Central Services Division (see Materials Section) to make arrangements for four or five students, representing the class, to tour the crime laboratories and other facilities related to the detection and apprehension of criminals. Have the class give these students questions they would like answered. When the students return from their tour, ask them to report the information they have learned to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. The film, T-Men of the Treasury Department, may be appropriate at this time. Discuss means of detecting and apprehending criminals in general at this time.
	C. Explain the duties of the police officer.	1. Ask the students to work in groups and research and report on one of the following: a. The history of police work; b. The requirement for becoming a policeman; c. Police training; d. Police training by the Family Crisis Intervention, a project of the City College of New York; e. Methods, techniques, and equipment available to the police force; f. The duties of the police officer. 2. Ask the class to develop a questionaire they would like to administer to a policeman. 3. Contact the Police Community Relations for speakers concerning the police force, its role and its enforcement of laws. Ask the students to write questions they would like answered before the guest arrives. A policeman may be invited to visit the class at which time the students may wish to administer their questionnaire developed in the previous activity. 4. Ask the students to bring in newspaper and magazine articles about police work. Discuss these articles. 5. Encourage the students to discuss any first-hand experience they might have had with the police. Ask them what they learned from this experience. 6. The film, Your Police, may be appropriate at this time. Preview before using it.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7 Lead a discussion on the problems encountered by the police when trying to enforce the law. 8. As a class, discuss TV shows about police and police work. Discuss whether these shows are accurate, educational, and/or relevant and whether they have changed the police's image and peoples' attitude toward the police. 9. Ask the students to work in groups and write a radio or TV script about police and police work. Ask the students to present their work to the class. 10. Ask the students to participate in a panel discussion concerning a professional police force. Ask them to include what this would involve, such as higher salaries, college education, etc. (Have a student contact Miami-Dade Junior College for information on the police training program and share this with the class.) 11. Ask half the students in the class to write a persuasive speech to recruit people for the police force. This group should use conditions as they are now. Ask the rest of the students to write a persuasive speech using conditions that were brought out in the previous activity. Then ask the students to compare the appeal these two speeches have. 12. Ask the students to draw posters that could be used to recruit people into the police force.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		13. Lead a class discussion on police killings. Then ask the students to obtain information on police's workman's compensation, disability leave, death and bodily injury benefits, and service connected disability programs. Ask the students to evaluate these benefits and propose changes if they feel them necessary. 14. Ask the students to keep a log or diary for a week on infractions of the law, the witness and what they would do about it if they were a police officer. Ask the students to record events only, no names, etc. As a class, review and discuss these entries. 15. Ask students to volunteer to debate the use of wiretapping, search and seizure and other topics they are interested in. 16. Ask the students to write a story about what they think America would be without a police force. Ask the students to share their work. 17. Ask interested students to read books about the police force and give a book report to the class. 18. Ask the students to write a story about the scientific techniques they think might be in use for crime prevention, detection, etc. in the year 2020. Ask the students to share their work. 19. The filmstrip, The Fight Against Crime, may be viewed at this time. 20. Ask for volunteers to debate the following issue: "Revolved: A national police force is desirable."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. A misdemeanor; b. A felony; c. Civil law; d. Criminal law; e. Homicide and manslaughter; f. Others. 3. The filmstrip, <u>You and the Law, Part I & II</u>, may be viewed at this time. Encourage the students to ask questions concerning the filmstrip. 4. As a class, develop a large chart that depicts the process of criminal justice from the commission of the crime to imprisonment, probation, or suspended sentence. Assign different steps in the chart to small groups of students and ask them to develop a report or presentation explaining the rights of the accused, etc. Have each group give their report or presentation to the class. Encourage the other students to ask questions. 5. The films, <u>Basic Court Procedures</u> and <u>Boy In Court</u>, may be viewed at this time. Discuss the films with the class. 6. Divide the class into groups according to the chart developed in activity 4. and ask the groups to work together and role-play a situation from the commission of the crime to the outcome whatever they choose it to be. This would include a mock trial, etc. The students can use or contact the following for the information they will need: a. Books, pamphlets, and films (see Materials Section); b. Senior Judge, Criminal Court of Records;

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Police Community Relations; d. Public Defender; e. State Attorney; f. Others. When the students are ready, ask them to present their role-playing situation. Discuss the different aspects of criminal justice with the class and encourage the groups to ask each other questions. The students may present their role-playing situation to another class, in a school assembly program, or at a P.T.A. meeting, for example. 7. The film, Due Process of Law Denied, may be viewed at this time. Discuss the consequences of unlawful trials. 8. Contact the Central Services Division and make arrangements to have four or five students, representing the class, observe court sessions. Ask these students to report their observations to the class. 9. Have the students work in groups and research and report on one of the following: a. Gideon decision; b. Miranda decision; c. Mallory decision; d. Others. 10. The filmstrip, The War on Crime, may be viewed at this time. Discuss court rulings on confessions.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. Ask for volunteers to debate the following: "Resolved: The Miranda decision has hampered criminal justice." 12. Ask the students to use available information and write a statement that compares the number of persons convicted to the number of persons arrested. Ask the students to hypothesize why these figures are different and evaluate this situation. 13. Ask interested students to research and report on the history and purpose of bail. Encourage the students to discuss any experience they might have had with bail and ask them to find out under what conditions can a person obtain bail, what type of criminals can not be released on bail and examples of the amount of bail depending on the crime. 14. Ask for volunteers to debate the following: a. "Resolved: Preventive detention is necessary to insure the public safety." b. "Resolved: A person released on bail should be supervised." c. "Resolved: Public safety depends on speedy trials." d. Others. 15. The film, Criminal Justice in the United States, may be viewed at this time. Discuss the consequences of the miscarriage of justice.
	E. Compare past and present correctional systems found in the United States.	1. Ask the students to work in groups and give an illustrated talk on the different aspects of the history of penology.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have the students work in groups and present a "You are There" type of program on a prison or jail past and/or present. 3. Ask the students to work in groups and choose a prison or jail in the United States and give an illustrated talk comparing past conditions with those found presently. 4. As a class, list the changes and improvements found in the jails and prisons of today. Ask the students to evaluate these changes. 5. Lead a class discussion on sexual assaults and drug addiction occurring in jail and prisons in the United States. Ask the students to make suggestions to improve this situation. 6. Ask the students to write a story about violence, fear and despair experienced by prison inmates. Ask the students to share their stories. 7. Ask the students to work in groups and develop models or diagrams of a prison or jail they think would be more effective than those in use presently. Ask the students to display their work. 8. Contact the Central Services Division and make arrangements to have four or five students, representing the class, tour the jail. Ask these students to report their observations to the class. 9. Ask for volunteers to debate the following:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. "Resolved: Prisons are breeders of crime." b. "Resolved: Capital punishment harms everyone it touches." c. "Resolved: Racial discrimination exists in our system of criminal justice." 10. Ask the students to write a story, poem, or song about the feelings and fears of a man on death row. Ask the student to share their work. 11. Ask the students to write an essay entitled "The Crime of Punishment." The students' work may be submitted to the school newspaper. 12. Have the students work in groups and research and report on one of the following: a. Probation; b. Parole; c. Work release programs; d. Halfway houses; e. Prerelease guidance centers; f. Facilities available to treat mentally or physically ill prisoners; g. The amount of recidivism found in our system of criminal justice. 13. Have the students read about rehabilitation. Then lead a class discussion on the following aspects of rehabilitation: a. What is involved; b. The theory behind it; c. The end sought by rehabilitation; d. Sample programs used to rehabilitate prisoners.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		14. Contact the Police Community Relations for speakers that can explain the correctional facilities found in Dade County, such as the State School, Kendall, Youth Hall, the State Half-way House, the stockade, etc. Ask the students to write questions they would like to ask the speakers. 15. Ask interested students to research and report on: a. The Robert F. Kennedy Youth Correction Center at Morgantown, West Virginia; and/or b. The Omnibus Crime Control Act of 1968. 16. Have the students write or present a research study on the correctional system for women. As a class, compare the correctional system, the behavior of prisoners, etc. of men and women. 17. Ask the students to write, and include diagram about the penal system as they think it might be in the year 2050. Ask the students to compare and discuss their work.

GOAL 4: THE STUDENTS WILL PROPOSE A PLAN TO HELP SOLVE THE PROBLEM OF CRIME IN AMERICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT CAN BE DONE TO SOLVE THE CRIME PROBLEM?	The student will develop a plan that will help solve the problem of crime in America.	1. Ask the students to work in groups and propose a list of changes in the American society that they feel could bring about the reduction of crime. Ask them to support the items in their lists with references when possible. As a class, review each group's list and compile one comprehensive list. Then ask the students to devise ways their suggestions could be implemented. 2. Lead a class discussion on ways to improve the present police force and the means to detect and apprehend criminals. After the discussion, ask the students to develop a report on this subject which includes diagrams, pictures, and models where possible. Then ask the students to share and discuss their work. 3. Have the students propose plans to improve the methods used to prosecute criminals and court procedures. Ask them to develop a persuasive speech of their plans and present it to the class. As a class, list the improvements proposed by the students. 4. Ask the students to work in groups and develop a prototype correctional system and rehabilitation program. Ask the students to use references to support their plan. As a class, review these systems and programs. Ask the students to make suggestions for changes and/ or improvements. The class may choose to develop one comprehensive plan. (The plans developed by the students may be submitted to the Police Community Relations or others.)

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III. Films (preview before using) Found in the AV Center, Lindsey Hopkins Building.

Basic Court Procedures	14'	BW	JS	1-1-238
Boy in Court	12'	BW	JS	1-00490
Crime in the Cities	30'	BW	S	1-30076
Criminal Justice in the United States	32'	BW	JS	1-30064
A Day With the FBI	18'	BW	JS	1-10242
Due Process of Law Denied	30'	BW	S	1-30073
How Honest Are You?	10'	BW	JS	1-00194
Inside the FBI	10'	BW	EJS	1-00481
Law and Social Controls	10'	BW	JS	1-00444
Nation of Spoilers, A	11'	C	EJS	1-00310
T-Men of the Treasury Department	18'	BW	JS	1-10243
What About Juvenile Delinquency?	11'	BW	JS	1-00492
Why We Respect the Law	14'	BW	JS	1-10223
Your Police	14'	BW	EJS	1-10250

IV. Tape Recording. Found in the AV Center, Lindsey Hopkins Building

Delinquency and Adjustment	1200'	30	3-20021

V. Filmstrips

A. Guidance Associates, Pleasantville, N. Y.

You and the Law, Part I & II
The Fight Against Crime

B. New York Times Sound Filmstrips

The War on Crime

VI. Sources (information, guest speakers, other)

A. 1320 N. W. 14 St. Public Safety Department

Central Service Division, 377-7891; Police Community Relation Section 377-7829; Crime Lab Bureau 377-7621; Criminal Intelligence 377-7841; Detection Bureau 377-7801; Organized Crime Bureau 377-7796; Rackets & Frauds 377-7884; Vice Investigations 377-7796; Warrants 377-7791.

B. 1351 N. W. 12 St.

Senior Judge, Criminal Court of Records, 377-7247; Public Defender 377-7156.

C. Metropolitan Justice Building.

State Attorney, 371-7671.